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ABSTRACT

A case study is presented of the use of decision questions as the basis for designing an evaluation. Discussed are the need for a mechanism for ensuring the usefulness of evaluation results, reasons for trying an approach based on decisions identified as important, and the specific approaches and procedures used in one high school curriculum evaluation focused on decision making. Special emphasis is given to techniques found useful and pitfalls to avoid. The paper can serve as a guide to other evaluators facing similar situations who want to try a similar approach. Problems not yet overcome are also presented for discussion. (Author/RC)

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EVALUATION FOR DECISION-MAKING: A CASE STUDY

A paper presented at the annual meeting of the
American Educational Research Association

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TM006 209

EVALUATION FOR DECISION-MAKING: A CASE STUDY

As the field of evaluation has developed, it has become increasingly clear to its practitioners that it is not and cannot be based on the same theory and methodology as more traditional educational research. Evaluators do not operate in a research setting; their purpose is not to contribute to a general body of truth. Rather, they are addressing the specific concerns of a specific program or organization, in specific ways. As awareness of this has grown there has been extensive discussion of what methodologies evaluation should use and of what theoretical basis is productive. Several models have been developed within which evaluators can conceptualize their task--and their entire role. One such model which has been extensively discussed is that of decision-based evaluation. This model has been expounded by Stufflebeam et al and expanded, discussed or otherwise developed by a number of others (Guba, Alkin, etc.) The basis of this model is that evaluation should provide information which will be used by the decision makers in the course of their decision making. The appeal of this model to evaluators working in the field is obvious. If evaluations can successfully be tied to decision making, their impact and worth are enhanced. If the purpose of carrying out an evaluation is to provide information to decision-makers, then the primary requirement is that the information lead to better decisions than would be made without it. Designs do not necessarily have to be experimental in nature, with random assignments and true control groups. There is an automatic focus for the evaluation--an

important aspect, since few clients of evaluation are themselves capable of describing the focus they want. Within this very general model--really more of a philosophy--a number of more detailed concepts must be developed, however. While this provides a general description of the goal of the evaluation, it does not provide much information about how to approach the evaluation itself. There are some materials available which address this question (those developed by CSE, for instance), but the field is still badly in need of exploring. Just having a general goal, or even some specific ways to set up an evaluation design will not ensure that an effective evaluation will be set up. It is as difficult a task to ensure that evaluation results are in fact available to decision-makers and used by them as it is to set up a research study in a school setting--and it requires communication skills and often political skills for which most evaluators have little initial background or training.

The difficulty of going from a general statement of a goal to specific effective evaluations has been faced in detail in the Austin Independent School District. AISD set up in 1973 an Office of Research and Evaluation (ORE); the basic requirement from the district's viewpoint was that several federal program evaluations should be carried out. ORE was immediately faced with setting up goals for itself and procedures for meeting those goals. Starting with a decision that evaluation should indeed serve decision-makers, ORE for its first year designed

evaluations in a framework based on Stufflebeam's CIPP model. These evaluations were carried out with a strong orientation toward defining the objectives of a program, then assessing the adequacy of the program in meeting these objectives. This approach led to a number of problems, however. Perhaps the largest was the lack of well-formulated objectives for most of the programs ORE was called upon to evaluate. This lack meant that ORE evaluators had either to try to get the program personnel to specify objectives primarily for the purpose of allowing ORE to measure them, or they had to impose a set of objectives written by ORE on the program. The results in either case had a tendency to represent rather trivial objectives, not usually related in any manner to the actual decisions being made by district and program personnel.

While believing strongly that the ideal program is objectives-based, formulated with careful planning to meet highly specific goals, ORE gradually realized that that ideal existed almost not at all in fact. Having realized this, ORE decided to experiment with a different approach to evaluation. The evaluation chosen was one of the implementation of a new quarter system calendar and a new high school curriculum in the district's high schools. The goal of the new calendar was quite simple--meet the state mandate which called for every school in the state to be on a quarter system calendar by the 1975-1976 school year. There was really not any point in evaluating that goal--its achievement was obvious and trivial to document. The goal of the new curriculum was essentially to provide every student in the district with the most

appropriate education possible--so broad a goal it can't be assessed at all without a great deal of amplification. In exploring the objectives of the program with administrators it was clear that they were not truly interested in information about either of these general goals, nor were they able to generate specific objectives which did not sound either artificial or trivial compared to the program as a whole.

It was also clear, however, that there were some very important decisions which would be made during the coming year regarding both the quarter system and the curriculum, and that the administrators were as yet undecided about these issues and would welcome information which would be relevant to them. For these reasons, a different approach to evaluation was tried. Instead of focusing on objectives, the evaluation was based on a number of decisions which were likely to be addressed by administrators during the year. These were phrased as "decision questions", such as "Should the number of courses offered be reduced?" With a small amount of assistance, administrators found it easy to list many such decisions that they would be making. These decision questions were then related to "evaluation questions" reflecting useful information, such as "How many courses are actually offered?" The decision questions and evaluation questions together formed a basis for an evaluation design quite different from the objectives-based design previously used by ORE. A summary of the design of this evaluation is presented below.

The possibility of evaluating the quarter system first came to the attention of the Office of Research and Evaluation during 1973-1974.

as a result of feedback from various district administrators regarding programs they felt most needed evaluation. The quarter system was high on the list of programs which were indicated as requiring assessment. Thus it seemed likely that the Office of Research and Evaluation would indeed be asked to conduct an evaluation of the quarter system.

Having decided that an evaluation of the quarter system would have high priority for the following year, the Office of Research and Evaluation began activities to design such an evaluation. During the spring, relatively little time was available to spend on this task; however, several steps were carried out. A review of other district evaluations was undertaken in order to gain insight into the problems likely to occur in implementing our quarter system. In addition, meetings were held with the senior high principals and secondary coordinators to elicit possible decisions which would need to be made regarding the quarter system. These decisions were summarized and two lists of preliminary decision questions were prepared (see Figure 1 and Figure 2). Finally, an estimated budget for carrying out a major evaluation of the quarter system was prepared and submitted to the district as part of the complete budget for the Office of Research and Evaluation. No further time was available before July 1 to pursue the quarter system evaluation design.

The creation of the design continued during the summer. The first step taken during this period was to review the decision questions formulated during the spring and prepare a list of possible data sources which might be of assistance in making the decisions (see Figure 3).

1. Should staff development programs be modified? If so, how?
2. Should department chairmen be allocated more planning time?
3. Should departmental organization be modified? If so, how?
4. Should methods of communication with parents be changed? If so how?
5. Should the course fair be repeated? If so, should the same format be used?
6. Should the co-ed P. E. program be modified? What changes in responsibilities of teachers need to be made to accomodate co-ed classes?
7. Should facilities and services provided to the schools be modified to facilitate implementation of the quarter system?
8. Are additional personnel in some administrative positions required by the quarter system?
9. Should additional financial support be provided?
10. Should pattern of allowing expanded electives be changed? Should modifications be made in patterns of counseling students in choosing Courses?
11. Should the increased level of competencies be continued?
12. Should some courses be eliminated or put on a fee basis because they provide nothing of educational or social value?
13. Should the requirements for prerequisite courses in areas such as health be modified?
14. Should the curriculum be modified in light of board decisions and mandates?
15. Should the minimum class size of 20 be loosened somewhat for one or two years to facilitate quarter system implementation?
16. Should different staffing patterns be implemented to deal with different student course-choice patterns?
17. Should the district provide transportation from school to school and from schools to outside facilities to back up the expanded course selection?

Figure 1: POSSIBLE DECISION QUESTIONS---PRINCIPALS. Decision questions for the quarter system evaluation generated by senior high school principals in a meeting addressing possible decisions to be made.

1. Should the quarter system return to only the curriculum contained in the semester system? Do we want the same substantive courses in a recognizable form?
2. Should the _____ department alter its course offerings? If so, in what direction? Additions? Deletions? Combinations? Revisions?
3. Should the _____ department alter its instructional methodologies? If so, how?
4. Should subject area and/or homeroom teachers fill the advisory role? If so, will additional training and materials be needed? If not, what other alternatives might be tried?
5. Should course fairs be continued? If so, should they be expanded, altered, etc?
6. Should procedures be set up for additional coordination between junior and senior highs (as, for example, for quarter system choice preparation)?
7. Course outlines:
 - a) Should they be revised?
 - b) If so, by whom?
 - c) If so, by what process?
 - d) If so, in what direction?
8. Should there be revisions in the placement tests? What kinds of revisions?
9. Should graduation requirements remain the same? Should they be changed to reflect changes in number of electives taken, etc? How?
10. Should the standardized testing program be altered? If so, how?
11. Should the \$140,000 spent on materials, etc, be a continuing expense? What should be the level of financial support for: course guides; inservice; printing; data processing; etc. From what source should the support come? Should the spending patterns be altered?
12. Should the procedures for staffing and assigning courses be altered? Should the staffing plan as currently carried out be continued? Altered?
13. What changes in school organizational patterns appear to be necessitated by the impact of the quarter system.
14. Should additional planning/attention occur to facilitate high school/college interface?

Figure 2: POSSIBLE DECISION QUESTIONS--COORDINATORS. Decision questions for the quarter system evaluation generated by secondary coordinators (district-wide supervisors of curriculum for specific subject areas).

1. Achievement
 - A. CAT
 - B. SAT and CEEB
 - C. Grades
 - D. DAT?
 - E. Departmental finals?
2. Parent attitude
 - A. Phone interviews
 - B. Written questionnaires with phone backup.
 - C. Written questionnaires with written backup.
 - D. Student interviews of parents
3. Student attitude
 - A. Questionnaires
 - B. Interviews
4. Admission to, achievement in, college.
5. Job performance and job acquisition after finishing school.
6. Enrollment patterns.
7. Teacher information
8. Counselor and other school personnel information.
9. Absenteeism
10. Summer school enrollments
11. Staffing requests and assignments
12. Information from U. T. admissions persons
13. Schedule of staff development offerings.
14. Patterns of courses
 - a) getting enough students
 - b) getting almost enough students
 - c) overflowing
 - d) getting very few students

Figure 3: POSSIBLE INFORMATION SOURCES FOR THE QUARTER SYSTEM EVALUATION.
Information sources suggested by administrators or ORE for possible inclusion in the evaluation design.

This involved investigating what data were already available in the school system and considering what other kinds of useful data could be collected. When the tentative list of decision questions and possible sources of data had been prepared, a series of interviews was held with available secondary personnel. This included the Director and Assistant Directors of Secondary Education and several of the secondary coordinators. Since it was summer principals were not included at that time. The purpose of these meetings was to expand and clarify the decision questions, and discuss which data sources might be most useful to the secondary staff in reaching conclusions regarding each question. A sample of the form used for this review is shown in Figure 4.

Through the cooperation of two secondary coordinators, a questionnaire was also administered to a group of teachers both to establish their priorities for the evaluation questions and to ascertain which data they thought most relevant to each question. Examples of the results from this questionnaire are presented in Figures 5 and 6.

At the end of these reviews a preliminary design, consisting of tentative evaluation questions and methods for collecting data on these questions, was prepared. At this time, the quarter system evaluation had not yet been funded, so work on the design was proceeding under Title III funds. Since the final scope of the evaluation was unknown, the design remained highly tentative. The preliminary design was reviewed with the AISD Board of Trustees and with several secondary administrators. At this stage the quarter system evaluation budget

Quarter System: Worksheet for decision questions.

P1 rating

Decision Question:

Decided by:

Alternatives:

Deadline for decision:

Information relevant to decision:

P2 rating

P1: Importance of decision on a 1 to 5 scale.

P2: Helpfulness of information in making decision on a 1 to 5 scale.

Figure 4: DECISION QUESTIONS WORKSHEET. Form used for discussing possible decision questions for an evaluation with secondary administrators.

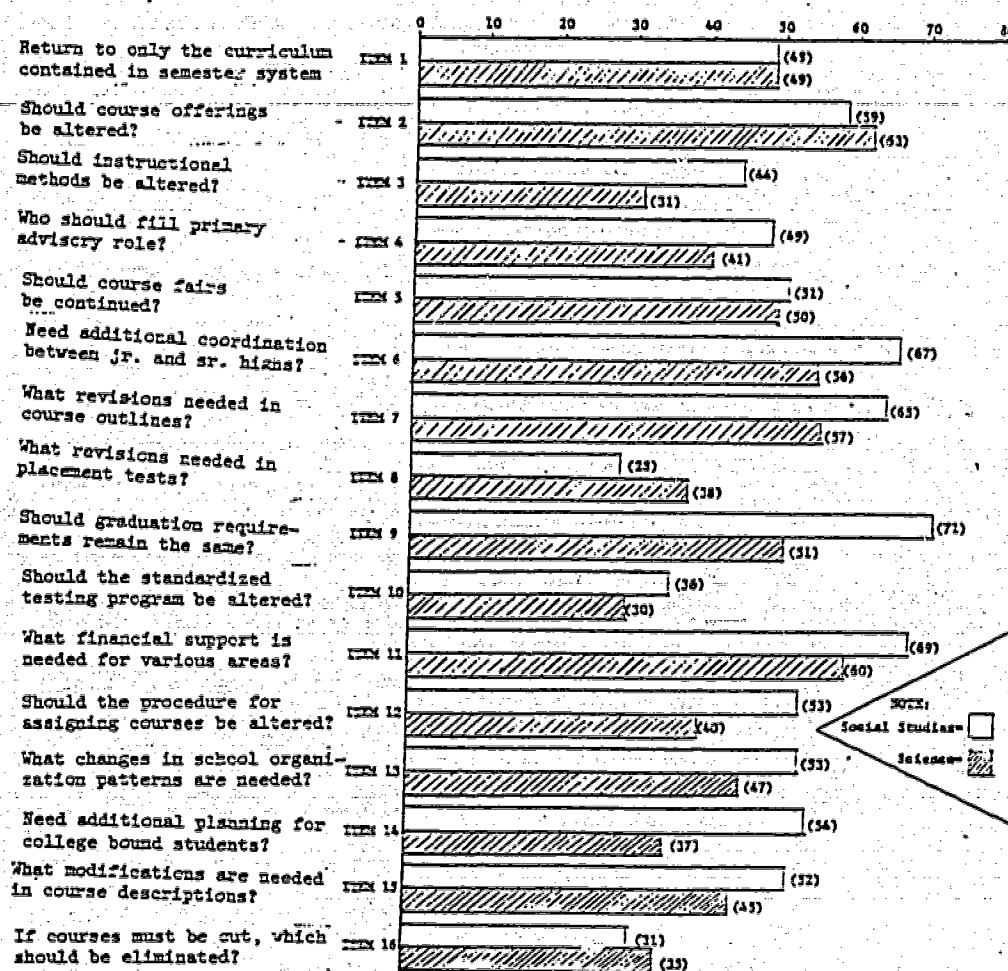


Figure 5: TEACHER PRIORITIES FOR THE QUARTER SYSTEM EVALUATION. Number of science and social studies teachers indicating that each area needed evaluation.

ITEM 1: Should the quarter system return to only the curriculum contained in the semester system?
Do we want the same substantive courses in a recognizable form?

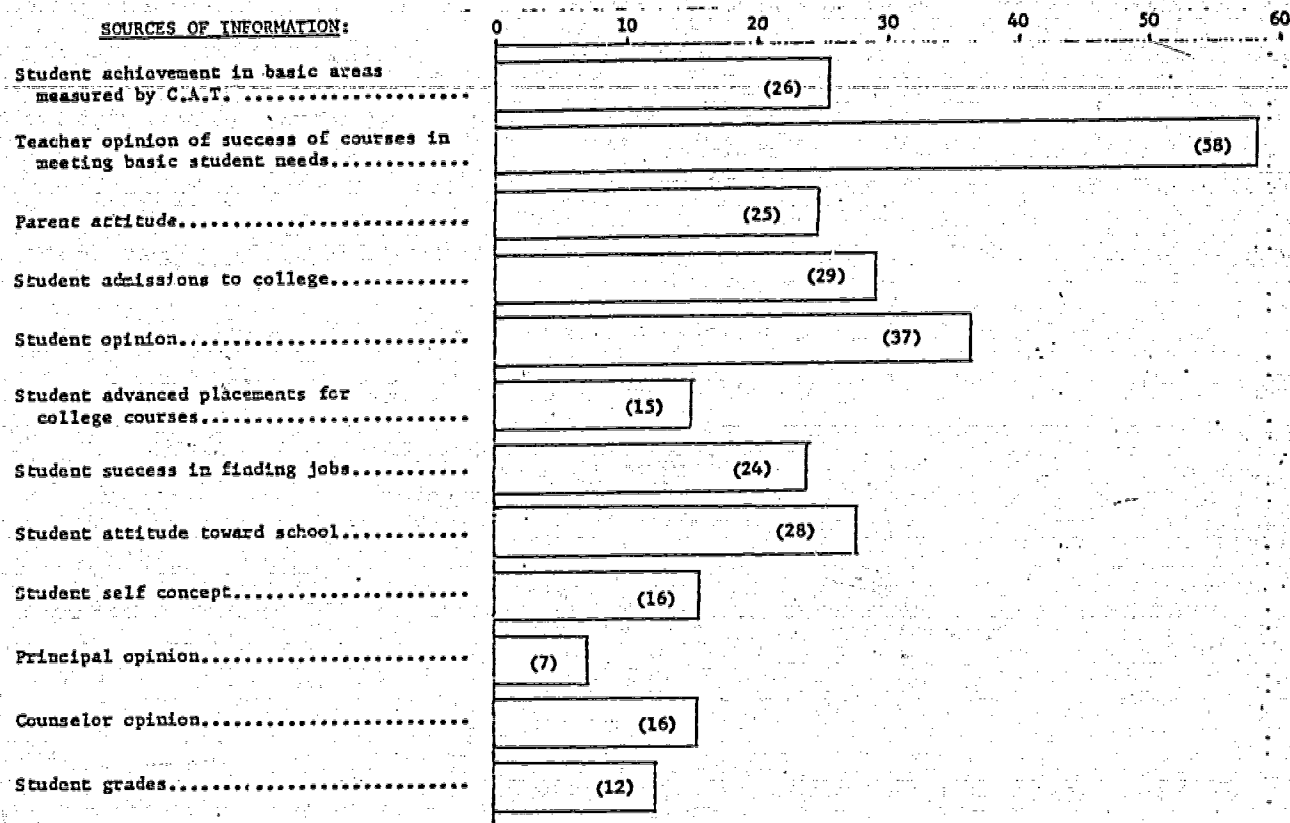


Figure 6: TEACHER PRIORITIES FOR INFORMATION SOURCES FOR THE SPECIFIED DECISION QUESTION. Number of teachers who felt that each source would be relevant in deciding whether AISD should return to the previous curriculum.

was approved, and the scope of the evaluation was established. A complete draft design was then produced, which included decision questions, evaluation questions, overview of data collection and analysis, and a list of instruments with collection times. This draft was reviewed by the secondary central office administrators, the senior high school principals, the secondary coordinators, the Evaluation Advisory Committee, and various other persons. At the same time, some investigations into the cost and worth of collecting various kinds of data were begun.

Finally, based on the input from various groups and the results of preliminary cost investigations, a final design was produced. This design reflected the same basic structure as the original design; it had, however, been modified in a number of ways. For instance, a review of past studies of students who had graduated suggested that a great deal of effort was involved in collecting relatively little information. Thus, it was decided to conduct only a pilot study of former graduates this year, while concentrating more effort on preparing current students to respond to questionnaires after graduation. On the other hand, the perceived importance of teacher input was so great that a questionnaire to be given to all teachers during staff development time was added to the sample of teacher interviews originally planned.

The final design was again reviewed by the Director and Assistant Directors of Secondary Education and by the senior high principals. It was then reviewed by the Cabinet and prepared for final distribution.

The entire process of designing the evaluation occupied varying

amounts of time from March to the end of September. A task analysis of time spent in designing the evaluation is presented in Figure 7. The total cost to Office of Research and Evaluation of preparing the design was approximately \$4500. This amount was primarily for senior evaluator time, secretarial time, reproduction costs, and other staff time. This does not include the cost of the time put in on review by secondary staff. Also excluded was the cost of instrument design and review, although drafts or final copies of most instruments were published as an appendix to the design. An approximate breakdown of costs is shown below.

1. Coordinator of Research and Evaluation	\$ 300
2. Senior Evaluator	\$3000
3. Secretary	\$ 500
4. Process evaluators and data specialists	\$ 350
5. Reproduction	\$ 250
6. Other costs, including supplies, computer time, etc.	\$ 100
Total	<hr/> \$4500

Quarter System Evaluation Design
Dr. Paula Matuszek

July 7/October 3, 1975

TASK ANALYSIS	ACTUAL EST. TIME ON TASK	ACTUAL DATE OF COMPLETION
1. Review previous quarter system evaluations.	Senior Eval.-8 Process Eval.-40	Sept. 15, 1975
2. Meet with administrators to delineate decision questions.	Senior Eval.-4 Coordinator-8	April, 1975
3. Establish preliminary decision questions and possible data sources relevant to each.	Senior Eval.-24 Secretary-8	August 1, 1975
4. Review decision questions with several administrators to determine most appropriate information needed and data sources.	Senior Eval.-40	August 9, 1975
5. Create preliminary design.	Senior Eval.-120 Secretary-40 Coordinator-8	August 31, 1975
6. Review design with Director and Assistant Directors of Secondary education, secondary coordinators, school board, and others.	Senior Eval.-60 Coordinator-8	Sept. 24, 1975
7. Revise design.	Senior Eval.-20 Secretary-20	Sept. 24, 1975
8. Examine cost of gathering and analyzing various data. Review design with above groups again and with senior high principals.	Senior Eval.-30 Data Spec.-40	Sept. 24, 1975
9. Make final revision of design allocating resources available most efficiently.	Senior Eval.-20 Secretary-20	Oct. 1, 1975
10. Review modified design with Secondary Director and Assistant Directors, as well as secondary principals. Acquire review signatures.	Senior Eval.-15	Oct. 3, 1975
11. Type, reproduce and distribute final design.	Senior Eval.-3 Secretary-40	Oct. 30, 1975

Figure 7: TASK ANALYSIS FOR QUARTER SYSTEM EVALUATION DESIGN. Estimates of times required to complete various components of quarter system design.

At the end of the first year of the quarter system evaluation ORE was ready to review its experience and try again. Several problems were immediately evident. First, in the process of interviewing administrators to elicit decision questions and information to be gathered, we had overemphasized some areas and underemphasized others. Administrators had difficulty specifying information sources or evaluation questions which would relate to their decision. Their immediate reaction to "What would help you make this decision?" was principal opinion, teacher opinion, achievement scores, usually in that order. On the other hand, too little information had been gathered about the times decisions would be made and the time information would need to be available to impact those decisions. Second, and more important, was the aspect of which decisions to address. By the end of the year ORE had:

- . Gathered data for decisions which were made before the information could be provided.
- . Gathered information for which the decision was a foregone conclusion.
- . Gathered expensive information which provided only a minor part of the total used in making a decision.
- . Addressed some relatively minor decision questions effectively at the cost of omitting some more important ones.

Finally, there was a weakness in the design itself in that the relationship between decision questions--reflecting decisions to be made-- and evaluation questions--reflecting information to be gathered and analysed-- was not sufficiently explicit. For some decision questions the evaluation questions were tangential and not particularly helpful. For others the most important questions were overlooked. The relationship between the two was not included in the design itself; it existed largely in the head of the evaluator. Thus it was difficult to ensure that the

appropriate information was always provided. Furthermore, it would have been very difficult for a new person to continue the evaluation.

In addressing these problems, ORE developed some much more specific guidelines and formats used for the design of an evaluation. The basic purpose of ORE's evaluations is still to provide information for decision makers. The decision questions are designed to focus the evaluations on this aspect of ORE's role, as well as to focus the audiences on the fact that evaluation is only worthwhile if some use is made of the results. They should represent actual decisions to be made by the personnel to whom they are addressed.

The process of setting up decision questions for an evaluation normally goes through several steps. A tentative list of questions is originally created from a number of sources. These sources may include program staff and principals involved in the programs, administrative personnel who will be making decisions about the program, federal program officers, the program proposal (if any), the evaluation proposals submitted to the school board, and even the evaluator's own perceptions of what questions are likely to come up related to the project. It is important to get input from the primary users of the evaluation data at this point, both to ensure that no important decisions are overlooked and to keep from specifying a lot of questions for which decisions have in fact already been made, or which will not come up. It is sometimes more effective to elicit decision questions in a group-- to some extent the communication within the group will suggest some decisions no individual will think of.

One problem likely to come up in the process of eliciting decision questions from personnel is that they will include many questions which are really not decisions: such as "How well are my students doing in math?" These are questions to which they want to answer, but they don't have any clear picture of an action to be taken as the result of knowing the answer. The evaluator is likely to have to continue asking, "What do you do with that when you know it?" and "What kinds of actions are you going to have to take regarding the project?" before he gets real decisions. This process itself tends to be of value to the administrators of a program, since it forces them to give thought to the coming year and the issues which will need to be resolved.

Another problem ORE faces is that of "decisions" for which the person suggesting the decision question had already made up his mind, and no information the evaluator provides is going to change it. In this case there usually is a decision to be made, but the administrator doesn't want information to help him make it--he wants a club to beat others into agreeing with him. Addressing such a decision may still be worthwhile under certain circumstances; if the person proposing it is not the final decision-maker and there is real controversy, it can still be useful. Otherwise it will exhaust evaluation resources without influencing anything one way or another. The evaluator must take care in the process of eliciting decisions to make it clear that he is gathering general ideas, not committing himself to anything anyone suggests, and also to make it clear that he will not necessarily show that teachers really want this kind of materials or whatever.

Once initial decision questions are gathered, the next step is to get some idea of what evaluation questions might be relevant to each decision question. At the same time some attempt can be made to determine both the importance of the decision and the importance of the information the evaluator can provide in making that decision. The whole area of formulating relevant evaluation questions must involve the evaluator more directly; he knows what sources of data are readily available and probably will be able to specify many kinds of information which would not occur to program personnel. He must, therefore, take the initiative in this. The prioritizing of both decisions and information is an important part of this step--people tend to feel that almost any information would be "nice", but to make effective use of evaluation resources, the information must be not only nice but essential.

The third step is to select a tentative list of decision questions to be addressed. This selection will normally be based on a number of criteria. Some of these are: importance of the decision; relevance of the information which could be collected to the decision; evaluator's perception of the likelihood of the information being used if it is provided, etc. Obviously, the set of decision questions to be addressed needs to be limited to those which can be answered by the resources available to the evaluation staff. In general, it is better to stick to a few big questions which represent important, and as yet undecided, issues, than to tackle a large number of smaller decisions. One consideration which must certainly enter into the choice to be made is the timing--can the desired information be gathered, analysed and disseminated before the decision is made? If not, then

there's not much point in including the decision question. At this point, the evaluator should have enough feel for the evaluation questions involved to have some idea how well they provide information concerning the decision question and how expensive it is going to be to answer them; these definitely also enter into the choice.

The office has tended to get the most response to its evaluation information when it really does represent something the decision maker doesn't already know. Thus, principals generally believe that they have a fairly good feel for teacher attitudes in their schools; a teacher attitude questionnaire is most likely either to confirm their feelings or to be rejected; student pattern of course choice (for example), on the other hand, is less likely to be at their fingertips. This also enters into choosing decision questions, in that the latter type of information is more likely to result in a different decision than would be made without input from ORE. Note, however, that it is sometimes legitimate to provide information simply to have ORE's "stamp" on it, even if it's something everybody in the district knows. One final point--the evaluator should allocate some resources to one decision question "to be determined at a later date". Things do come up. The worksheet ORE uses in making these determinations is shown in Figure 8.

When the decision questions have been selected, the evaluator drafts an initial design. This design includes a summary of decisions addressed, a specific chart of evaluation questions tied to each decision question, and an allocation of resources to each information source being included (Resource allocation is another major design issue--but

that's a different paper.) The design is formulated to deal with several of the problems ORE encountered the first year. By making explicit the relationship between decision questions and evaluation questions it is easier to ensure the appropriateness of the tie. The date the information must be provided is included in the list of evaluation questions. The resource allocations can be easily reviewed to decide whether they are in accord with the importance of the information being gathered. Resources are allocated primarily by instrument or information source--ORE has found that it is easier to structure day-to-day activities in terms of data to be gathered and analyses to be performed, rather than in terms of reports to be made.

At this point the evaluator has a tentative design, including a set of decision questions which are within the scope of his resources to provide information on. The last step is to review them with all the persons from whom they were originally elicited, as well as some persons (school board?) not originally involved. The evaluator is prepared at this point to let people know why he left out their favorite decision question; if someone wants to add a question he makes it clear that another has to come out. He is also prepared to deal with the situation of an administrator insisting there is no decision to be made (or that it has been made) when it is clear from his superior that the issue is far from resolved. At the end of the review, the evaluation is underway for another year. An example of a finished design is shown in Appendix A.

In ORE's experience with this approach we do not feel that ORE has found any magic key that will make our evaluations great, our administrators

whizzes, or even all our activities worth doing. Indeed, there remain a variety of problems. One major problem has been well illustrated by Alkin--all evaluation activities occur within a general context which includes expectations on the part of the decision-maker of what evaluation is about. If he doesn't perceive evaluation as providing information for his decision making, there is little likelihood of it serving that role, no matter what the evaluator perceives. Another which we have been repeatedly made aware of and which Alkin also addresses, is that of providing information in time to be useful. A third, which most evaluators are by now well aware of, is a large commitment of resources to delineating and obtaining information, which leaves few resources for providing it. This latter is aggravated by a lack of understanding on the part of funding sources for the complexity and expense of this last task--ORE's data processing budget, a very technical area, is seldom challenged, but reproduction expenses often seem to amaze our funding sources. We have also found specific settings which seem to make a decision questions approach much more difficult to implement. If a program has mandated objectives, the evaluation usually must address them. If it is to address decision questions as well, this leads to a sort of hybrid design which can be awkward and time-consuming to work with. If an evaluation is for needs assessment purposes, it can be difficult to identify relevant decision makers and very difficult to identify decisions to be made. This format of evaluation design is very sensitive to problems with the decision making process in a district. ORE has found, for instance, that many decisions are made unexpectedly at meetings; if we are there, our information is considered; if not, it isn't. Many decisions in AISD

are also made well before the setting in which they are formalized--over coffee, in other meetings, in a hundred casual contacts in which the matter is discussed. If ORE can provide information in these informal settings, it is very likely to be considered. If the information comes only to the formal meeting, it may well be too late.

Nonetheless, we feel that we are much more effective than we were four years ago in dealing with this area. Our information has had an impact on decisions. We hear from administrators and board members information we gave them as the reason for a decision. Occasionally someone even calls us before a decision is imminent and asks us if we have any relevant information--certainly a change from four years ago. There remain many problems, but we feel that this model is a good one. We hope that by sharing some of our experiences we may contribute to those who face all the same problems and tribulations we have. We also hope to stimulate continued discussion of specific techniques for implementing a decision-making model of evaluation, with the hope that someone else can contribute to the solution of some of our problems!

APPENDIX A

EVALUATION DESIGN

1976-1977

HIGH SCHOOL CURRICULUM EVALUATION

November 5, 1976

Stan Drezek
Senior Evaluator

Elaine Morris
Evaluation Assistant

Tom Roudebush
Evaluation Assistant

Barbie Bellinghausen
Secretary

Approved:

Freda M. Holley
Freda M. Holley, Ph.D.
Coordinator of Research and Evaluation

PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the major aspects of the high school curriculum evaluated in this design. However, there are many persons in the individual high schools and central administration not listed who directly affect the curriculum—in particular all the high school teachers, counselors, and department heads.

Dr. Bill Smoot
Director of Secondary Education

Lawrence Buford
Assistant Director of Secondary
Education

Maud Sims
Assistant Director of Secondary
Education

Principals

Charles Akins
Jacquelyn McGee
Forest Kline
Ron Beauford
Adan Salgado
Rodger Wiley
W.A. Sloan
James Viramontes
Jack Allison

Anderson High School
Austin High School
Crockett High School
LBJ High School
Johnston High School
Lanier High School
McCallum High School
Reagan High School
Travis High School

Coordinators

La Rue Allison
Ida Courtney
Bill Duncum
Curt Eckardt

Ron Foy
Sherilyn Howze
Loyce Igo
Myrtle Johnson

Vera Jones
Bob McLean
Bertha Means
Julia Mellenbruch
Frances Nesmith
John Pearson
Margaret Ruska
Wayne Schade
Elgin Schilhab
Richard Sutch
Perry Suter
La Neal Tankersley
Don Zirkle

Interns to Coordinators

Sue Fleming
Anne Flores
Irene Kanter
Robbie Sanders

AREA

Homemaking Education
Library Services
Vocation Cooperative Training
Phys. Ed., Health, Safety and
Driver's Ed.
Industrial Arts
Art Education
Trade and Industrial Vocation
Business Ed., and Vocational Office
Ed.
Student Activities
Learning Resources
Reading
Foreign Language
Social Studies
Instrumental Music
Language Arts
Science
Mathematics
Choral Music Education
Pre-Vocational Industrial Arts Ed.
Girls Physical Education
Media Services

Science
Mathematics
Social Studies
Language Arts

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EVALUATION DESIGN REVIEW FORM

I have reviewed the evaluation design for the High School Curriculum Evaluation. I concur that the decision questions are appropriate, that the program description as stated is representative of our program, that the evaluation questions are appropriate, and that the types of instruments proposed are acceptable.

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DECISION QUESTIONS ADDRESSED

A. System-Level Decision Questions

1. Given student performance on a range of outcome measures, in what, if any, areas should the revised curriculum undergo major change?
2. Should the quarter course credits and minimum reading and mathematics competencies required for graduation be changed?
3. (Deleted)
4. Should AISD modify the job description and responsibilities of high school counselors?
5. Should AISD move toward year-round schooling?

B. Program-Level Decision Questions

6. What changes need to be made in the advising process to assure that students select appropriate courses?
 7. How can the junior high schools be assisted to improve the orientation of eighth graders to the high school curriculum?
 8. Should AISD consider acting to increase the similarity of the same course taught in different schools by different teachers?
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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
1. Given student performance on a range of outcome measures in what, if any, areas should the revised curriculum undergo major change?			1-1 Has the district-wide median achievement score for each STEP subtest increased in 1976-77 over 1975-76? *	1-1 STEP
			1-2 Is there a relationship (separate for different ability groups) between gains in achievement from 1975-76 to 1976-77 and courses taken in L.A., Math, S.S. and Science?	1-2 STEP, Earned Credit Survey
			1-3 Did the district-wide mean SAT scores increase in 1975-76 from previous years.	1-3 SAT
			1-4 Has the revised curriculum affected students' habits and attitudes toward study?	1-4 Survey of Study Habits and Attitudes
			1-5 Has the district-wide mean high school ADA increased in 1976-77 from previous years?	1-5 Pupil Accounting
			1-6 Have the graduation or drop-out rates changed in 1976-77 from previous years?	1-6 Pupil Accounting
			1-7 What are the distributions of grades for each quarter course and course area?	1-7 Grade Report File
			1-8 What "costs" has the revised curriculum created for those responsible for implementation?	1-8 Non-teaching Personnel O., Teacher O., Coordinator I., Counselor O., Principal I.
			1-9 What are the distributions of student enrollments (by sex and ethnicity) for each quarter course and course area?	1-9 Grade Report File

* 1976-77 9th graders would have one year under a 2nd year innovation, while 1975-76 9th graders would have one year under a 1st year innovation. The % courses taken under the revised curriculum 76-77 VS 75-76 would be 10th grade: 100% VS 50%, 11th grade: 66% VS 33%, 12th grade: 50% VS 25%.

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
2. Should the quarter course credits and minimum reading and math competencies* required for graduation be changed?			<p>2-1 What courses are students (college bound and non-college bound) taking and exiting AISD with; in particular, how are the 27 quarter course electives being used?</p> <p>2-2 How do our seniors score, compared to a national sample of seniors, on the separate STEP subtests?</p>	<p>2-1 Earned Credit Survey</p> <p>2-2 STEP-12th grade scores</p>
			<p>2-3 What actions have been planned by the high schools to implement the minimum competency requirements in math and reading?</p> <p>2-4 How many students (by sex and ethnicity), due to graduate in Spring, 1979, would be required to take more than 9 quarters of L.A. and reading to remedy reading deficiencies as extrapolated from previous achievement scores.</p> <p>2-5 How many students (by sex and ethnicity) due to graduate in Spring, 1979, would be required to take additional math courses to remedy math deficiencies as extrapolated from previous achievement scores.</p>	<p>2-3 Coordinator I Counselor I., Principal I</p> <p>2-4 STEP, CAT</p> <p>2-5 STEP, CAT</p>

*Applies to 9th graders entering 1975-76 or later. They need to score in Reading a raw score equal to the median raw score of a mid-year 8th grader on the CAT. For mathematics, they need to successfully complete 3 quarters of Algebra (or its equivalent) or score 75% on the NCTM competency test. The policies are currently being rewritten.

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
3. Deleted				
4. Should AISD modify the job description and responsibilities of high school counselors?			<p>4-1 What are understood to be the major duties and responsibilities of counselors?</p> <p>4-2 What are counselors' priorities (time spent among the major duties and responsibilities)?</p> <p>4-3 Are counselors available (quantity) and helpful (quality) to students?</p>	<p>4-1 Counselor Q., Coordinator I., Principal I.</p> <p>4-2 Counselee Q., Counselor.</p> <p>4-3 Counselee Q., Counselor I., Former Student Q.</p>
5. Should AISD move toward year-round schooling?*			<p>5-1 Would students attend a summer quarter?</p> <p>5-2 Would teachers teach a summer quarter?</p> <p>5-3 What are the perceived costs and benefits of year round schooling?</p>	<p>5-1 Student Q.</p> <p>5-2 Teacher Q.</p> <p>5-3 Coordinator I., Counselor, Principal I., Non-teaching Personnel Q.</p>

*This was not a high priority concern for many; however, those that were concerned believed it was important to keep this as a possibility in people's minds.

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
6. What changes need to be made in the advising process to assure that students select courses appropriate to their needs.			<p>6-1 Are students taking appropriate courses?</p> <p>6-2 From whom do students receive most of their information and advising?</p> <p>6-3 How do students use the Information Guide and four year "course plan" to select appropriate courses?</p> <p>6-4 Where do teachers who advise get their information?</p> <p>6-5 What do AISD staff recommend to insure that students (1) have time for proper advising, (2) have access to persons who can advise them, (3) select appropriate courses, and (4) have a coherent "course plan" (sample in Information Guide) for their four years in high school?</p>	<p>6-1 Student Q., Teacher Q., Former Student Q., Earned Credit Survey</p> <p>6-2 Student Q., Teacher Q., Counselor Q., Former Student Q.</p> <p>6-3 Student Q., Teacher Q., Former Student Q.</p> <p>6-4 Teacher Q.</p> <p>6-5 Non-teaching Personnel Q., Student Q., Teacher Q., Coordinator I., Counselor Q., Principal I.</p>
7. How can the junior high schools be assisted to improve the orientation of eighth graders to the high school curriculum?			<p>7-1 Was the orientation provided to 9th graders while they were in junior high sufficient to help them adapt to the high school curriculum?</p>	<p>7-1 Student advising checklist, Teacher Q., Counselor Q., Principal I., Coordinator I.</p>

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
8. Should AISD consider acting to increase the similarity of the same course taught in different schools by different teachers?			<p>8-1 To what degree does the content of selected courses* follow the course outlines?</p> <p>8-2 How much similarity in the course content of selected courses exists across the district?</p>	<p>8-1 Test/Exam/Course Outline Content Analysis</p> <p>8-2 Same As 8-1</p>

*One course from Language Arts, Social Studies, and Science .

IIIA

PROGRAM SUMMARY

The 62nd session of the state legislature passed in 1971 a law mandating the implementation of the quarter system for all Texas school districts. The law required districts to operate the equivalent of three quarters and to provide 180 days of instruction. The rationale for the law was both economic and educational. Operating a fourth quarter could save tax money by utilizing the existing physical plant to meet increased enrollment without new construction; also, it could give both business and students greater employment opportunities. Educationally, the quarter system could increase student involvement in choosing their plan of study and present a greater range of courses for selection.

Work on implementing the quarter system in the Austin Independent School District began in 1972 under a Secondary Study Committee. Our district desired to use the quarter system as the organizational vehicle for curriculum revision aimed at individualization. A Quarter System Steering Committee was subsequently appointed and it established task forces of department heads and instructional coordinators to develop the new curriculum. As of February 1974, 700 possible courses had been identified. An intensive effort was begun to write course descriptions, determine prerequisites and grade-offered, set graduation requirements, and eliminate overlap among the courses. The result was a new curriculum allowing students to develop plans of study tailored to their individual needs and interests, yet meeting the graduation requirements established by the State Board of Education and the Texas Education Agency.

Currently the Austin Independent School District offers a high school program of three quarters of free public education. These are three 12-week 60-day periods occurring within the traditional late-August to end-of-May semester school year. There is an optional fourth summer quarter students can attend for tuition. This quarter offers the possibility of an accelerated graduation (the graduation requirements can be completed in 3 calendar years), remedial work, or enrichment.

This quarter system program is delivered through nine comprehensive high schools ranging in student membership from about 1300 to 3000 and employing from about 70 to 140 teachers. The median percent student attendance for these high schools in 1975-76 was 89; the typical student was present about 53 days per 60-day quarter. The pupil-teacher ratio for these schools ranged from about 18.6 to about 22:4; however, the class-size in core subject areas was closer to 28-30. Only one high school had a "large" percentage of students from low-income families (49%); the other eight high

schools ranged from 4% to 20%. Four high schools were very near 80% or more anglo in student membership; one high school was predominantly minority, while the remaining four high schools had a greater ethnic diversity. These 1975-76 school characteristics will probably be close to the 1976-77 data, but may change in 1977-78 with the possible onset of busing.

The curriculum itself consisted in 1975-76 of 698 quarter courses. One high school offered as many as 558 (84%) of these courses and another as few as 448 (64%) of the courses over the three-quarter year. Obviously size of the high school determined some of the variability in course offerings.

To administer this curriculum the district has an administrative staff consisting of a director of Secondary Education, two assistant directors, nine principals, and approximately 20 assistant principals in addition to other support staff. To implement the curriculum 21 secondary instructional coordinators work with a staff of nearly 1000 teachers and department chairman.

The actual program, the high school curriculum, is the full set of courses offered. This program is presented on the next page in abbreviated form.

ATSD HIGH SCHOOL CURRICULUM AREAS WITH QUARTER COURSES OFFERED FOR 1976-1977^a

AREA	N	AREA	N	AREA	N	AREA	N
LANGUAGE ARTS	125	SCIENCE	38	INSTRUMENTAL MUSIC	34	AGRICULTURE	18
Language	17	Physical Science	6	Band (3 * *)	15	AP ROTC	13
Composition	11	Biology	10	Orchestra	13	DRIVER EDUCATION	2
Literature (1 * *)	33	Physiology	3	Ensembles (6*)	6	AEROSPACE	2
Reading	12	Earth Science	5	CHORAL AND GENERAL MUSIC	39	STUDY HALL, BIBLE, & TEACHER EDUCATION	5
Creative Writing	3	Chemistry	6	Choral Music	18	SPECIAL EDUCATION	37
Speech	9	Physics (1 * *)	8	General Music	21	Language Arts	9
Drama (1 * *)	12	BUSINESS EDUCATION	52	PHYSICAL EDUCATION	54	Social Studies	6
Humunities	4	General business	5	Varsity Sports	12	Science	6
Journalism (6 *)	17	Bookkeeping	9	Health	5	Mathematics	9
Media Communication	7	Shorthand	7	INDUSTRIAL ARTS	48	Homemaking (3 * *)	3
MATHEMATICS	45	Typing	8	Independent courses		Vocational Study	4
Fundamentals of Math	10	Bilingual Office Practice	3	Industrial crafts (3 * *)		TOTAL (see notes)	780
Introductory Algebra	6	Other offerings ^b	20	Drafting (1 *, 3 * * * *)			
Algebra	9	FOREIGN LANGUAGES	75	Electronics (1 *, 1 * * * *)			
Geometry	3	French	21	Graphic Arts (1 * * * *)			
Computer Math	3	German	10	Metal working (2 * *, 1 * * * *)			
Advanced Math	10	Latin	14	Photography (1 *, 1 * * *)			
Math of Consumer Economics	4	Classical Civilization	6	Industrial Plastics			
SOCIAL STUDIES	41	Spanish	18	Power technology			
World Geography	5	Beginning Greek, Russian	6	Wood working (1 * * * *)			
World History	8	HOMEMAKING	41	VOCATIONAL EDUCATION/COOPERATIVE EDUCATION	44		
American History	9	Useful homemaking ^c	20	(1 *, 7 * *)			
Government	5	Gainful homemaking ^d	21	TRADE & INDUSTRIAL EDUCATION (9 * *)	51		
Economics	2	ART (6 *)	16				
Psychology	2						
Sociology	2						
Advanced Courses	8						

Notes: 1. Courses listed in the Information Guide with a number of asterisks (*) may be continued for credit with the content changed. The number of courses with specified numbers of possible continuations is indicated in the parentheses but is not reflected in the N.

2. Courses listed in the Information Guide with a / sign must be taken for 3 quarters to receive credit. On this list these courses are counted as 3 quarter courses.

a. Reference for this listing is the "1976-77 High School Information Guide"

b. Includes Business Law, Business Management, Advertising, Office Procedures, Business Machines, and Business Communication.

c. Courses #2511 (Food, nutrition, management IA) through #2839 (Consumer Education B).

d. Courses #2914 (CVAR-Home and Community Services IA) through #2939 (Food Service IIC).

EVALUATION SUMMARY

The 1975-6 Quarter System Evaluation focused in its first year on how well implementation of the quarter system had proceeded and on gathering baseline data for future examination of the effects of the quarter system and revised curriculum. The Board, after reviewing proposed evaluations for 1976-77, decided to continue high school evaluation.

The focus for 1976-77 shifted to emphasize the curriculum and student outcomes, more than quarter system implementation. The focus has also shifted to use of "hard data" wherever this is available, with subjective opinion data sharply limited. Given somewhat reduced funding it has been necessary to limit the areas considered to those which appear most vital.

Information regarding the high school curriculum will be collected and presented in these general areas:

1. Student performance, including longitudinal information on achievement scores as measured by the Sequential Tests of Education Progress and Scholastic Aptitude Test (CEEBS), attitudes as measured by the Survey of Study Habits and Attitudes, attendance, graduation rates, and judgements of relevant staff
2. The advising process, including both continuing questions on who carries out the advising, whether students are adequately advised and whether course selections are appropriate, and adding consideration of the advising process in the junior high schools.
3. Graduation requirements, including projected effect of competency requirements, comparison of AISD seniors achievement scores to a national sample, how students are using elective courses, and what courses are actually taken.
4. Organizational roles, including study of the duties, responsibilities, and perceived benefits of counselors, as well as the perceived "costs" of expanded curriculum implementation.
5. Course content, including how similar the same course taught by different teachers is.

IV
INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	RESPONSIBILITY FOR a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	RESOURCES OF EVALUATION REQUIRED FOR					
						a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION					
1. Course Enrollments	All high school students (from Data Services' files)	1-2, 2-1	Weeks of Nov. 8 Mar. 28 May 23	Distribution Statistics	a) Eval. Asst. (B) b) Eval. Asst. (B) c) Eval. Asst. (B) d) Senior Evaluator		C	S.E.	E.A. (A)	E.A. (B)	S.
						a)	0	2	0	0	0
						b)*	0	0	0	3	0
						c)	0	0	4	3	0
						d)	0	1	2	0	1
2. Course Survey/Requests	All high school students (from printouts produced by Data Services)	2-1, 6-1	Week of Sept. 20	Distribution Statistics	a) Eval. Asst. (B) b) Eval. Asst. (B) c) Eval. Asst. (B) d) Eval. Asst. (B)	Total	0	3	6	6	1
						a)	0	0	0	1	0
						b)	0	0	0	1	0
						c)	0	1	0	3	0
						d)	0	1	0	0	1
3. Earned Credit Survey	A random sample of about 300 12th graders (N based on resources)	2-1, 6-1	Weeks of Mar. 7 Mar. 14 Mar. 21 Mar. 28	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (B) c) Senior Evaluator d) Eval. Asst. (A)	Total	0	2	0	5	1
						a)	0	3	0	2	0
						b)	0	0	8	9	0
						c)	0	2	2	5	0
						d)	0	0	0	0	1
4. Grade Reports	All high school students (from Data Services' files)	1-7	Week of Nov. 22 Nov. 29 Mar. 7	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (B) c) Eval. Asst. (B) d) Senior Evaluator	Total	0	5	10	16	1
						a)	0	1	0	2	0
						b)**	0	0	1	1	0
						c)	0	0	2	6	0
						d)	0	1	1	1	1

IV
INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	RESPONSIBILITY FOR a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	RESOURCES OF EVALUATION REQUIRED FOR					
						a) DEVELOPMENT	b) COLLECTION	c) ANALYSIS	d) DISSEMINATION		
5. Pupil Accounting	All high school students (from Pupil Account-office)	1-5, 1-6	Week of June 13	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (B) c) Eval. Asst. (B) d) Eval. Asst. (A)	a)	G	S.E.	E.A. (A)	E.A. (B)	S
						a)	0	2	0	0	0
						b)	0	0	0	5	0
						c)	0	0	0	1	0
						d)	0	0	1	0	1
						Total	0	2	1	6	1
6. SAT	Self-selected 1975-76 Seniors	1-3, 2-2	Week of Sept. 27	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (B) c) Eval. Asst. (B) d) Eval. Asst. (B)	a)	0	2	0	0	0
						b)	0	0	0	1	0
						c)	0	0	0	3	0
						d)	0	0	0	0	1
						Total	0	2	0	4	1
7. Survey of Study Habits and Attitudes	About 40 social studies classes representing all grade levels and high schools	1-4	Week of Mar. 14 Mar. 21 Mar. 28	Distribution Statistics; Analysis of Variance	a) NA b) Eval. Asst. (A) c) Senior Evaluator d) Senior Evaluator	a)	0	1	2	1	2
						b)	0	0	6	4	0
						c)	0	3	5	3	0
						d)	0	1	1	2	3
						Total	0	5	14	10	0
8. STEP	All high school students tested by ORF's system-wide testing	1-1, 1-2, 2-2, 2-4, 2-5	Weeks of Apr. 13 Apr. 20	Distribution Statistics Regression Analysis	a) NA b) NA c) Senior Evaluator d) Senior Evaluator	a)	0	3.5	0	6	0
						b)	0	0	0	0	0
						c)	0	14	6	10	0
						d)	0	5	2	2	1
						Total	0	22.5	8	18	1

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	RESPONSIBILITY FOR a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	RESOURCES OF EVALUATION REQUIRED FOR					
						a) DEVELOPMENT	b) COLLECTION	c) ANALYSIS	d) DISSEMINATION		
9. Test and Final Exams	Selected teachers of 3 specified courses: one each from Language Arts, Social Studies, and Science	8-1, 8-2	Week of Nov. 22	Content Analysis	a) Eval. Asst. (A) b) Eval. Asst. (B) c) Eval. Asst. (B) d) Senior Evaluator		C	S.E.	E.A. (A)	E.A. (B)	S
						a)	0	3	2	0	0
						b)	0	0	0	2	0
						c)	0	0	0	6	0
						d)	0	0	0	0	1
						Total	0	3	2	8	1
10. Coordinator Interview	All secondary coordinators	1-8, 2-3, 4-1, 5-3, 6-5, 7-1	Weeks of Feb. 28 Mar. 7	Content Analysis	a) Senior Evaluator b) Senior Evaluator c) Senior Evaluator d) Senior Evaluator	a)	0	1	1	0	1
						b)	0	1	0	0	0
						c)	0	1	0	0	0
						d)	0	1	0	0	1
						Total	0	4	1	0	2
11. Deleted											
12. Counselor Interview/ Questionnaire	Interview with one counselor randomly selected from each high school; all others surveyed.	1-8, 2-3, 4-1, 4-2, 4-3, 5-3, 6-5	Week of Jan 17 (7) Week of Feb. 21 (1)	Content Analysis	a) Eval. Asst. (A) b) Eval. Asst. (A) c) Eval. Asst. (A) d) Senior Evaluator	a)	0	1	2	0	1
						b)	0	0	4	0	0
						c)	0	0	2	0	0
						d)	0	1	0	0	1
						Total	0	2	8	0	2

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	RESPONSIBILITY FOR a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	RESOURCES OF EVALUATION REQUIRED FOR					
						a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	C	S.E.	ETA (A)	ETA (B)	Δ
13. Principal Interview	All high school principals	1-8, 2-3, 3-1, 3-2, 4-1, 5-3, 6-5, 7-1	Weeks of Feb. 14 Feb. 21	Content Analysis	a) Senior Evaluator b) Senior Evaluator c) Senior Evaluator d) Senior Evaluator	a) Senior Evaluator b) Senior Evaluator c) Senior Evaluator d) Senior Evaluator	0	.3	0	0	1
							0	1	0	0	0
							0	1	1	0	0
							0	.3	0	0	1
						Total	0	3	1	0	2
14. Counselor Questionnaire	About 16 Social Studies classes representing grades 10, 11, and 12 in all high schools.	4-2, 4-3	Weeks of Nov. 29 Dec. 6	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a) Senior Evaluator b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	0	2	2	1	1
							0	0	6	1	0
							0	0	0	4	0
							0	1	0	0	1
						Total	0	3	8	6	2
15. Deleted											
16. Former Student Questionnaire	8.3% random sample of 1975-76 graduating seniors	1-7, 5-1	Week of Feb. 21	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a) Senior Evaluator b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	0	1	4	0	2
							0	0	7	0	0
							0	0	1	8	0
							0	2	1	1	1
						Total	0	5	13	9	3

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	RESPONSIBILITY FOR a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION	RESOURCES OF EVALUATION REQUIRED FOR					
						a) DEVELOPMENT b) COLLECTION c) ANALYSIS d) DISSEMINATION					
							C	S.E.	E.A. (A)	E.A. (B)	S
17. Non-teaching Personnel Questionnaire	All high school asst. principals, deans, registrars, librarians, secretaries, and attendance clerks.	1-8, 3-2, 4-1, 6-5	Week of Jan. 17	Distribution Statistics	a) Eval. Asst. (B) b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a)	0	1	0	2	1
						b)	0	0	2	0	0
						c)	0	0	0	2	0
						d)	0	1	0	0	1
						Total	0	2	2	4	2
18. Student Advising Checklist (9th Grade)	9th graders (38 sampled sections)	7-1	Week of Oct. 11	Distribution Statistics	a) Eval. Asst. (A) b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a)	0	1	2	0	1
						b)	0	0	3	2	0
						c)	0	0	0	4	0
						d)	0	1	0	0	1
						Total	0	2	5	6	2
19. Student Questionnaire	About 40 Language Arts classes representing all grade levels and high schools.	5-1, 6-1, 6-2, 6-3, 6-5	Weeks of Mar. 14 21 28	Distribution Statistics	a) Senior Evaluator b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a)	0	3	0	0	2
						b)	0	0	5	0	0
						c)	0	0	0	7	0
						d)	0	1	3	3	1
						Total	0	4	8	10	3
20. Teacher Questionnaire	All secondary teachers.	1-8, 3-2, 4-1, 5-2, 6-1, 6-2, 6-3, 6-4, 6-5, 7-1	Week of Jan. 17	Distribution Statistics	a) Eval. Asst. (A) b) Eval. Asst. (A) c) Eval. Asst. (B) d) Senior Evaluator	a)	0	2	0	0	2
						b)	0	0	4	0	0
						c)	0	0	0	4	0
						d)	0	2	1	0	1
						Total	0	4	5	4	3

SUMMARY OF DATA TO BE COLLECTED IN THE SCHOOLS

A. STUDENT DATA

Week of Oct. 11	STUDENT ADVISING CHECKLIST: Administered to a random sample of 38 sections representing all district ninth-graders. Complete administration directions (script) will be provided.
Weeks of Nov. 29 Dec. 6	COUNSELEE QUESTIONNAIRE: Administered to a random sample of about 36 10th, 11th and 12th grade social studies sections by ORE staff. Requires about 30 minutes.
Weeks of Mar. 14 Mar. 21 Mar. 28	STUDENT QUESTIONNAIRE: Administered to 30-40 classes (randomly selected) representing each grade level and each high school by ORE staff. Requires one-half period.
Weeks of Mar. 14, Mar. 21, Mar. 28	SURVEY OF STUDY HABITS AND ATTITUDES: Administered by ORE staff to a randomly selected sample of about one class at each grade level in each high school. Requires a full class period.
Throughout entire year	EARNED CREDIT SURVEY: Collected by ORE staff from available records in each high school. This may involve one or two days with one or two ORE staff working at each high school; to be individually arranged.

Note: The SEQUENTIAL TEST OF EDUCATIONAL PROGRESS will be administered in mid-April under ORE's district-wide testing.

B. TEACHER DATA

Week of
Nov. 22

TESTS AND EXAMINATIONS: Copies of all formal tests and examinations will be collected from 2 randomly selected sections of one selected Language Arts, Social Studies, and Science course at each high school. Requires teachers to submit copies only.

Week of
Jan. 17

TEACHER QUESTIONNAIRE: Administered to all secondary teachers by AISD mail by ORE staff. Requires about 25 minutes.

C. NON-TEACHING FACULTY DATA

Week of
Jan. 17

NON-TEACHING HIGH SCHOOL PERSONNEL QUESTIONNAIRE: Administered to all assistant principals, deans, counselors, registrars, secretaries, librarians, and attendance clerks by AISD mail by ORE staff. Requires about 20 minutes.

Week of
Jan. 17 (Q.)
Feb. 21 (I.)

COUNSELOR INTERVIEW/QUESTIONNAIRE: Interview of one randomly selected counselor at each high school by ORE staff at the interviewee's convenience. Requires about one period; the other counselors will be surveyed. Requires about 30 minutes.

Weeks of
Feb. 14,
Feb. 21

PRINCIPAL INTERVIEW: Interview with each senior high school principal by a Senior Evaluator. Requires about one hour.

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EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATION ASSISTANT (A)	EVALUATION ASSISTANT (B)	SECRETARY
A. Design	3	30	25	30	30
B. Information Sources:					
1. Course Enrollments	0	3	6	6	2
2. Course Survey	0	2	0	5	2
3. Earned Credit Survey	0	5	10	16	2
4. Grade Reports	0	2	4	10	2
5. Pupil Accounting	0	2	1	6	2
6. SAT	0	2	0	4	2
7. SSHA	0	5	14	10	7
8. STEP	0	19	8	18	2
9. Test/Outline Analysis	0	33	2	8	3
10. Coordinator I	0	4	1	0	3
11. Deleted					
12. Counselor I./Q.	0	2	8	0	3
13. Principal I.	0	5	1	0	3
14. Counselor Q.	0	3	8	6	3
15. Deleted					
16. Former Student Q.	0	5	13	9	4
17. Non-teaching Personnel	0	2	2	4	3
18. Student Advising Checklist	0	2	5	6	3
19. Student Q.	0	4	8	10	4
20. Teacher Q.	0	4	5	4	4
B. Information Subtotal	0	74	96	123	54

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EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATION ASSISTANT (A)	EVALUATION ASSISTANT (B)	SECRETARY
C. Interim Dissemination	4	16	8	5	6
D. Final Report	4	40	40	40	40
E. Admin/indirect time cost*	10	70	35	35	104
F. Total	22	230	204**	234	234

*Includes start-up costs, sick days, compensatory time owed, etc.

** Since appointed 8/12/76